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An Oral-Aural-Visual Approach to Written Communicative Ability of Selected Third-Grade Students.

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AN ORAL-AURAL-VISUAL APPROACH TO WRITTEN
COMMUNICATIVE ABILITY OF SELECTED
THIRD GRADE STUDENTS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Education

by
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B.A., Nicholls State University, 1962
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ABSTRACT

The major purpose of this study was to determine the effectiveness of a curricular sequence of oral language experiences upon the subsequent writing performance of a selected group of third graders. A secondary purpose of the study was to determine the effect of oral language practice upon children's written language usage and mechanics of English.

Hypotheses for the study were based on the assumption that the relationship between oral and written language might be used to bring about improvement in third graders' ability to write compositions.

Eighty-six third grade students from an elementary school in southeastern Louisiana comprised the sample for the study. A control group of 43 students received traditional language instruction. An experimental group of 43 third grade students participated in an experimental program which consisted of activities for oral language expansion and enrichment.

Pre-study measures were Form E of the Science Research Associates Assessment Survey, Language Arts and a composition, written in response to a picture stimulus.

Experimental group teachers used a series of lesson plans, prepared by the researcher, to expand and enrich the

oral language experiences of the experimental subjects. The oral sessions, which included activities such as choral readings, story-telling, and puppetry replaced the regular language program. The two control classes received no treatment other than the traditional language program.

After a 12-week period of 30-minute daily language sessions, all participants were tested on the Science Research Associates Assessment Survey, Language Arts, Form F, and were asked to write a composition in response to a picture stimulus. Pre-study and post-study compositions were rated by a panel of three judges after practice in the use of selected criteria on compositions similar to those written by the study participants. Compositions were rated for overall quality using a five-point scale and the following criteria: coherence, logical sequence, and originality of ideas.

Differences between the post-test scores of the experimental and control groups were tested for significance through an analysis of covariance with the pre-test scores as the covariants. Results showed that the experimental treatment did not significantly affect the quality of composition writing of the experimental group. A significant difference at the .01 level of confidence was found in the experimental groups' performance on the standardized language test.

The investigator recommended replication of this study at other grade levels and for an extended period of time. Implications of the study for inclusion of oral language activities in the elementary language arts program merit further investigation.

Chapter I

INTRODUCTION

The academic success or failure of an individual is largely determined by his language facility. The ability to communicate well orally and in writing is an important requisite for general school achievement as well as for becoming a fully-functioning member of society. Value judgments may be largely determined by the way a person speaks or writes the language.

Language facility has been shown to be a factor in securing employment. "Many social and vocational doors are closed to the linguistically-handicapped student who uses so little of the potential of his language" (Monaster, 1971:3). Results of a study which investigated factors involved in vocational opportunities showed that the inability to communicate, either orally or in writing, was the most significant personal characteristic that limited a young person's chance for employment (Hernandez and Johnson, 1967:151).

Teachers at all grade levels have attempted to equip students with the necessary language facility for functioning in our verbal society. Grammar teaching has often been the avenue used for this purpose. Although a body of research data has disproved its value in improving oral and written expression, it has remained in a secure position in the school

curriculum. The interest in linguistics has caused some educators to believe that "new" grammars might succeed where the old grammar failed. Little evidence was found to support this conclusion.

The inability of American children and youth to write well has been brought to the attention of the public by the media. Concerned educators admit that there is a problem and that the writing ability of most students is not what it should be. Hochstetler (1971:306), for instance, stated that "far too many children reach sixth grade level without being able to construct good clear sentences either orally or in writing."

An examination of the literature of language arts reveals a general belief in a direct relationship between oral and written language. Strickland (1972:497) stated that creative "writing . . . is highly dependent for its growth on the growth in the other language arts." Moffett (1968:45) agreed and stated that "learning to read and write will depend in large measure on the growth of oral speech."

Artley (1950:532) derived from the results of research some basic assumptions and some questions about the basic inter-relationships among the language arts. He expressed the opinion that much more research in the basic relationship between written English and the other language areas was needed.

The theory that oral language is important to the development of other language skills has apparently not

affected practices in many classrooms. "It is apparent that a wide discrepancy exists between the recommended philosophy and procedures for language instruction and the actual practices in classrooms" (Possien, 1969:9). One reason for this gap between theory and practice may be indicated in a statement by MacCampbell (1964:123) that teachers "have been slow to recognize that oral skills themselves are worthy of organized classroom instruction."

It is conceivable that time spent in the elementary classroom on grammar might be better used to give children practice in using oral language. The effect that this would have on subsequent writing ability and the effect of teacher demonstration and example of Standard English usage on students' language facility were the concern of this study.

STATEMENT OF THE PROBLEM

The study was conducted in order to assess the effectiveness of oral language practice upon the writing ability of third grade children. A secondary purpose was to test the effectiveness of oral language practice upon children's written language usage and mechanics of English as measured by a standardized language test.

This study was an attempt to answer the following questions:

1. Are there significant differences in the quality of compositions written by students who have had practice in

oral expression and compositions written by students who have received only traditional language instruction?

2. Are there significant differences in scores on a standardized language test of students who have received practice in oral expression and those who have received traditional language instruction?

IMPORTANCE OF THE STUDY

The ability to communicate in written form is one of the basic skills needed by every member of a literate society. A general dissatisfaction with the level of writing ability of most school children in our country, as well as a quest by educators for ways of improving this situation, is evidenced in the literature of education (Glazer, 1973; Golub, 1973; Glaus, 1965; Lloyd-Jones, 1976; O'Bruba, 1974).

The present study is important because it examines an instructional method, based on a theoretical relationship between oral and written language, which could prove useful in improving skill in the ability to communicate in written form.

Because little research in the area of creative writing has been done in the primary grades, where a foundation is formed for all later learning, this study is especially significant.

Specifically, this study is important because:

1. The study provides data to evaluate the effect of oral language practice on language usage of third grade children.

2. The study provides data relative to the effect of oral language practice on children's ability to communicate in written form.

3. The study provides a basis for further research to establish a rationale for priorities assigned to reading, writing, speaking, and listening, the major components of the elementary language arts curriculum.

DEFINITION OF TERMS

Writing: A term which, for the purposes of this study, refers to the kind of written communication which is usually referred to as creative writing or composition. The term does not infer correct usage or mechanics of writing but does infer the communicating of a writer's thoughts to the reader.

Language arts: A term which refers to the major components of the elementary language arts curriculum: reading, writing, speaking, and listening.

Language usage: The established oral language habits of an individual (Loban, 1966:2).

Standard English: "A set of language habits in which the major matters of the political, economic, educational, social, and religious life of this country are carried on" (Fries, 1940:13).

Grammar: "A careful description and analysis of the structure of a language--its sound structure, word structure, phrase and sentence structure" (Loban, 1966:2).

Traditional language instruction: A method of language teaching which involves the learning of rules for correct language form, usage, and the mechanics of writing. A language textbook is used by the students and written exercises, usually with blanks to be filled in, are assigned as practice.

DESIGN OF THE STUDY

Population and Sample

The pupils enrolled in the regular third grade classes at the Thibodaux Elementary School during the academic year 1976-1977 constituted the population for this study. There were approximately 410 children enrolled in the third grade at this school.

The original sample consisted of 97 students in four pre-formed language arts classes. Children in the sample groups were considered to be average in reading ability by the principal who placed them in homogeneous groups for instruction in language arts on the basis of teacher report and judgment.

Treatment

A series of lesson plans designed to elicit oral responses and provide opportunities for oral expression was used in the experimental group classes daily for a period of 12 weeks. The lesson plans, which were written by the researcher, contained activities intended to encourage creative thinking, fluency of ideas, vocabulary development,

and oral communication. Elements of accepted word usage, spelling, and punctuation were demonstrated by the teachers as opportunities and need for them appeared in the oral sessions.

The two classes which composed the control group received traditional language instruction. These classes used the language book which was provided for all third grade classes in the school, American Book Company's Our Language Today.

One of the experimental classes was taught by the researcher and the other was taught by an experienced teacher on the school faculty. Teachers of the respective control group classes were experienced teachers who were members of the Thibodaux Elementary School faculty.

Procedures for Gathering and Analyzing Data

The Science Research Associates Assessment Survey, Language Arts, Primary II level, was administered to each subject at the beginning and again at the end of the experiment. A written composition was collected from each subject at the beginning and at the end of the study.

The standardized achievement pre-tests and post-tests were hand scored by the researcher. The pre-test and post-test compositions were evaluated by a panel of three judges using a 5-point scale. The compositions were ranked according to overall quality using the following criteria: coherence, logical sequence, and originality of ideas.

An analysis of covariance was performed on the achievement test and composition data in order to adjust for initial differences between the two groups. The achievement pre-tests and the pre-test compositions were the covariants to be controlled.

The following null hypotheses were tested, using the .05 level of significance:

1. There are no significant differences in the quality of compositions written by students who have had oral language practice and those written by students who have received traditional language instruction only.

2. There are no significant differences in scores on a standardized language arts test of students who have had practice in oral expression and those who have received traditional language instruction.

ORGANIZATION OF THE STUDY

A review of previous research which is relevant to the present study was reported in Chapter 2. The design of the experiment was discussed in Chapter 3, while Chapter 4 was the report of statistical analysis of the data collected in the study. Conclusions, based on the results of the study, and recommendations for further research constituted the fifth and final chapter.

Chapter 2

REVIEW OF RELATED LITERATURE

Since the early 1960's a wealth of data has accumulated on the development of oral language. Much of the research investigated speech acquisition from infancy to age five, but oral language development of school-age children has received a share of the attention. As the literature was surveyed, it became evident that children acquired language in sequence.

RESEARCH RELATED TO ORAL LANGUAGE DEVELOPMENT

According to research such as that of Loban (1963) and O'Donnell (1967), the sequence of language development extends well into the elementary grades. Walter Loban (1963) and his colleagues, in a longitudinal study, recorded the speech of 338 children from kindergarten level through the twelfth grade. From this study Loban concluded that there seemed to be predictable stages of growth in oral language and that definite sequences in language development could be identified.

In a similar study O'Donnell, Griffin, and Norris (1967) analyzed the language of 180 boys and girls--30 children each in kindergarten and in grades one, two, three, five, and seven. The children were asked to tell the story

of a film without sound while their oral responses were recorded on tape. O'Donnell's study indicated a (p.42) "high positive correlation existed between advances in grade and gross increases in wordage."

A number of studies have shown that language facility develops best in an enriched verbal environment (Milner, 1951; Brown and Bellugi, 1966; Hess and Shipman, 1968; McCarthy, 1930; Cazden, 1969). Verbal interaction between adult and child seemed to be an element of the enriched environments described in these studies. As early as 1930, McCarthy noted that interaction with adults was an important factor in the child's language facility. Milner (1951) found an enriched verbal environment in the homes of the high-achievers in her study. Children were read to more often and held conversations with their parents more often than low-achievers.

Noel's (1953) study gave support to the importance of adult-child verbal interaction in the development of language. She found that the quality of a child's language was determined by the language of his parents.

Brown and Bellugi (1966) recorded on tape the verbal interaction between mothers and their children from 18 to 36 months of age. After analyzing the taped conversations, the researchers described the process as imitation and reduction. The child imitated the mother's sentence but reduced it, omitting unimportant elements.

When an enriched language environment was supplied the language facility of pre-schoolers was improved. Cazden (1965) used the "natural" method to test a treatment she called "modeling". Tutors conversed with pre-school children and "modeled" a rich variety of language forms in their replies to children's questions. Results showed this method to be successful and to be superior to another technique used in the study.

The lack of an enriched verbal environment has been shown to be related to poor language facility and retarded language development (McCarthy, 1954; Bernstein, 1961; Worley and Story, 1967; May, 1966). After reviewing studies related to environment and language, McCarthy (1954) concluded that children from an environment characterized by little adult-child verbal interaction were retarded in their language development. They used fewer words, shorter sentences, simpler sentence structure, and often had articulation problems.

The importance of home and social environment in the development of language was minimized by Lenneberg (1972) who stressed the importance of biology. After studying language acquisition in children from many different societies, he found no evidence of differences in developmental rate of language despite great differences in social environment. He maintained that children possessed the capacity for language and needed only a minimum of stimulation and opportunity for its development (p. 109). He felt that the capacity for

learning language was so deeply rooted that children learned it in spite of handicaps. Specific training programs for the development of language, therefore, were not necessary (p. 113).

Reports in the literature of programs for oral language development attested to the fact that many do not agree with Lenneberg. Furthermore, in an overview of significant research in language acquisition, Cazden (1969:130) voiced concern about the lack of school language development programs:

. . . how children learn their native language before school is fairly certain, though still incomplete. Implications for how to help children continue their learning in school are far less certain--indeed, are controversial in the extreme--and evidence on which the controversy might be resolved is insufficient.

Some school programs for oral language development have been implemented according to reports in the literature. Butts (1971:297) reviewed a number of such programs which were considered to be highly successful. Some of the programs which Butts discussed employed concepts from science, mathematics, and literature to broaden experience and thereby to expand language (Horn, 1966; Ayers and Mason, 1969; Smiley, 1968).

Types of school programs which were implemented depended upon the position taken in regard to the lack of oral language skills. There were two points of view concerning the low oral language achievement of children. Children who demonstrated a lack of oral language skills were considered by some educators to be deficient in language

(Hawkins, 1969; Baldwin, 1970). Others contended that such children did not demonstrate a lack of language but rather had a different language than that being tested (Williams, 1970; Labov, 1967).

After extensive studies of the dialect of Negro children in New York City, Labov concluded that language which deviated from standard usage did not indicate a deficiency in language development.

RESEARCH RELATED TO WRITING ABILITY

Research studies in creative writing have apparently accumulated rapidly since 1963 when Shane (1963:61) reported finding little or no research specifically devoted to this topic. The question of what and how to teach pupils so that quantity and quality of writing were improved seemed to have motivated the bulk of research in creative writing. The evaluation of the writing product has also received some attention.

Teachers have long sought to improve students' writing skills through the teaching of traditional grammar even though a body of research on this subject showed little relationship between knowledge of grammar and writing ability (Sherwin, 1969:109, 135). As early as 1906, Hoyt, seeking to assess the value of teaching grammar in elementary grades, concluded that there was little or no relationship between grammar and composition. His data were secured by testing two hundred high school freshmen. Hoyt showed that there was about the same

amount of relationship between composition and grammar as between grammar and a totally different subject such as geography.

In a 1963 review of the research concerning grammar and writing, Meckel (1963:974) stated that educational research had "continually emphasized that instruction in grammar has little effect upon the written language skills of pupils." Greene and Petty (1971:373-381) summarized research studies related to the effect of grammar study and found no basis for the assumption that grammar study resulted in the improvement of speaking or writing. Braddock (1963:38) noted that grammar teaching may even have a harmful effect on the improvement of writing because it usually displaced instruction and practice in actual composition.

The interest in linguistics has resulted in a number of studies which tested the usefulness of "new grammars" in improving writing (Mellon, 1967; Zidonis, 1965). In an attempt to find out if direct instruction in grammar enhanced writing skills, Mellon used lessons in transformational sentence-combining with an experimental group of seventh graders. Another group received instruction in traditional grammar and a third group received no grammar teaching. The experimental group showed significant increases in writing maturity when judged by twelve factors of syntactic complexity. When a subsample of student writing was judged in terms of overall quality of writing by a group of independent raters, however,

the control group was judged to be significantly better than the experimental group (p. 143).

Zidonis (1965) compared instruction in generative grammar with "regular" instruction in order to discover which would lead to a greater improvement in writing. The experimental group received instruction in generative grammar while the control group received traditional language instruction. The experimental group showed significant improvement in respect to well-formed sentences but failed to show a significant difference in structural complexity scores.

The value of practice in writing as a means for teaching writing was questioned by researchers (Burton and Arnold, 1963; McColly and Remstad, 1963). They sought to determine if increasing the number of assignments improved the quality of writing.

Burton and Arnold attempted to determine if frequent writing was more effective than infrequent writing in improving composition skills. They also tested the effectiveness of intensive evaluation as compared to moderate evaluation in improving writing. Four groups of tenth graders received differing amounts of practice in writing and evaluation by teachers for a period of one academic year. At the conclusion of the study the investigators concluded that frequency of writing was not a means of improving writing and that intensive evaluation did not affect the quality of student writing (p. 62).

A similar conclusion was reached by McColly and Remstad (1963:174) who tried to determine which of several kinds of composition learning activities were most effective. Two hundred eighty-three students in grades 8 through 12 were assigned to one of several different treatments for a period of one academic year. Eighth and ninth grade experimental groups received four times as many writing assignments as the control groups. At the end of the experiment two pre-treatment and two post-treatment themes were read by four readers and rated for general merit on a four-point scale. The two final themes were measured by objective means to assess ability to use the mechanics of writing. Gains by the experimental groups which had more writing assignments were not significant. McColly and Remstad concluded that more frequent experiences in themselves did not improve the students' writing.

Specific ways of fostering good written expression have been tested by many investigators. The number and diversity of such studies makes categorization and summarization unfeasible but a few studies which represent broad areas of investigation were selected for inclusion in this survey.

The use of special materials to stimulate children to write more original stories was the approach tested by Carlson (1963). Data collected in this study indicated that the experimental group had written longer and more original

compositions than the control group children who wrote on assigned topics.

Other methods which seemed to be successful in fostering measured improvement in writing involved the use of the chalkboard and the use of a film without sound. In a doctoral dissertation, Huntington (1969) reported that children wrote stories of high quality after viewing a film without narration. Allowing children to use the chalkboard proved to be an effective method for motivating second grade children to write creative compositions (Miller, 1968).

The role of teachers' evaluations of compositions in improving the quality of writing was explored by a number of investigators. Taylor and Hoedt (1966) found, in one such investigation, that written praise with no corrections caused students to improve their composition writing.

Kellogg Hunt (1965) investigated the role of maturity in the development of skill in writing. He analyzed the writing of students at grades four, eight, and twelve and of mature adults. Results showed that younger students produced shorter, simpler units of language, and that older students expanded their written language units (p. 306). In a similar study Harrell (1957) compared several language variables in the speech and writing of children at several age levels. He found that the length and complexity of students' oral and written structures increased with age. Loban (1963) obtained data which supported the results of these studies and gave credence to the theory that language developed in sequence.

Hunt devised a different method of measuring sentence length than had been used traditionally. To assess the maturity of his subjects' writing product, he used the T-unit which he defined as "one main clause plus whatever subordinate clauses happen to be attached to or embedded within it" (1965:305). Hunt felt that the T-unit was a better index of maturity than sentence length because of the tendency of young writers to string together many T-units into one sentence.

RELATIONSHIP BETWEEN ORAL AND WRITTEN LANGUAGE

The theory that there was a strong relationship between oral and written language ability seemed well accepted by writers in the field of English language arts. Some writers were of the opinion that the development of oral language was necessary for the development of skill in creative writing (Smith, 1972:165; Stewig, 1974:120; Burrows, 1965:27).

Typical of statements espousing this theory were those by Kennedy (1975:168) and Ruddell (1974:103). Kennedy contended that "a vital prerequisite to a creative writing program is a rich, open program in oral expression." Ruddell stated that "oral language development is an important requisite for written language development." Language itself is the basis of the relationship between oral and written language and the ability to use language is first shown in a child's oral expression (Greene and Petty, 1971:187).

Studies which investigated oral and written language development gave some indication of the extent of the relationship between these two areas of language arts. Data collected by Loban (1963) showed a positive relationship among the language arts of speaking, reading, writing, and listening. After analyzing his data, Loban concluded that competence in the spoken language appeared to be a necessary base for competence in writing and in reading (p. 75).

Research which contrasted language development of normal children with that of children with hearing deficiency had implications regarding the relationship between oral language experiences and written language production. Heider and Heider (1941) demonstrated the close relationship between written sentence structure and oral experience by comparing the written compositions of deaf and hearing children. The language patterns of deaf children, they found, resembled the language patterns of younger children with hearing ability.

A similar study was conducted by Templin (1950) who also studied the written language of normal and hearing impaired children. She found that children with defective hearing used more words in explanations than hearing children of the same age, grade, and intelligence. Templin concluded that this indicated a need for more words to express a concept because of low efficiency in expressing ideas.

The research of Heider and Heider and Templin seemed to indicate a more advanced development in language production

for normal children than for hearing impaired children. This suggested that oral-aural experience was a crucial element in normal language development.

In a Project English research program, Tovatt (1965) used what he called an "oral-aural-visual" approach to improving composition writing of ninth graders. The experimental treatment consisted of the use of tape recorders by students for taping their compositions as they thought aloud while writing. The students read what they had written as the tape was played back to be sure they had written what they had wanted to say. Tovatt considered the approach a good one for motivating students to write (p. 194).

A program called "Communication Skills Through Authorship" was used by Willardson (1971) to test the effects of practice in oral expression upon the writing ability of second graders. Children in the experimental group dictated stories and experiences into cassette recorders. The taped stories were typed and returned to the children. The results of subsequent writing tests showed higher scores on all measures of writing maturity by the experimental group.

Investigations which were very similar to the present study were conducted by Miller and Ney (1968) and Wiggins (1968). A series of oral exercises were used with experimental groups in both of these studies. Miller and Ney found that the experimental group wrote more freely and used more complex sentences than did the control group.

Wiggins found that the treatment did not result in a significant difference in the use of sentence structures. The experimental group did, however, make a significantly greater gain on a standardized language test.

SUMMARY

Based on the review of literature, the following conclusions seemed to be valid:

1. Oral language development was influenced by the environment and by adult-child verbal interaction (Milner, 1951; Brown and Bellugi, 1966; Hess and Shipman, 1968; McCarthy, 1930; Cazden, 1969).
2. Oral language showed a continuing development throughout the elementary grades (Loban, 1963; O'Donnell, Griffin, and Norris, 1967).
3. Knowledge of grammar was not related to composition skill (Sherwin, 1969; Hoyt, 1906; Meckel, 1963).
4. Writing was not improved by mere practice (Burton and Arnold, 1963; McColly and Remstad, 1963).
5. Oral and written language ability were related (Loban, 1963; Heider and Heider, 1941; Templin, 1950).
6. Some school programs for the development of oral language have been successfully implemented (Butts, 1971; Horn, 1966; Ayers and Mason, 1969; Smiley, 1968).

Chapter 3

PROCEDURES USED IN THE STUDY

This study was conducted in an elementary school in the Lafourche Parish Public School District in the southeastern section of Louisiana. The four public elementary schools in the city of Thibodaux in Lafourche Parish were organized so that each school housed pupils in one or two grades. The school in which this study was conducted, the Thibodaux Elementary School, was attended by third and fourth graders. The enrollment of the school was approximately 850.

According to data collected in a 1975 self-study by the school's faculty, the majority of children served by the school were from middle and low income families. The faculty study also revealed that 44 per cent of the school population had I.Q.'s of 91 and below as measured by the Otis-Lennon Mental Abilities Test. Approximately two-thirds of the student body were white and the remaining one-third were black.

The study was conducted during a 12 week period in the academic year 1976-1977. The study was begun on September 13 and was concluded on December 10.

SELECTION OF THE SAMPLE

Third graders at Thibodaux Elementary School were grouped homogeneously for language arts instruction. The principal assigned students to classes on the basis of their reading performance at the end of the previous year as reported by their reading teacher. There were 14 language arts groups, 8 of which were in the average range of reading performance. From these 8 classes, 4 classes, which had experienced teachers and were scheduled for language arts at the first or second period of the day, were selected for participation in the study.

Two classes, one assigned to the researcher and the other assigned to an experienced teacher on the school faculty, formed the experimental group. The remaining two average classes, which were assigned to experienced teachers on the school faculty, formed the control group.

The original sample was composed of 97 subjects; 45 girls and 52 boys. Nine students were dropped from the sample because of excessive absenteeism--more than five days in 12 weeks. Two students transferred to other schools during the course of the experiment. This left a total of 86 subjects, 42 girls and 44 boys, in the sample for the entire 12 weeks of the experimental treatment. There were 43 subjects in the control group and 43 in the experimental group.

ADMINISTRATION OF TESTS

Form E of the Science Research Associates Assessment Survey, Language Arts, Primary II was administered to all subjects by the researcher at the beginning of the study. The alternate form of this test, Form F, was administered to all subjects at the conclusion of the experiment by the researcher to serve as a post-test measure of achievement in the mechanics of writing.

A composition, written in response to picture stimuli, was collected from each subject at the first and also at the final testing session. These samples of writing served as pre- and post-study measures for testing the major hypothesis of the study. Detailed procedure used in obtaining these compositions was included in the appendix.

All tests were administered by the researcher in the regular classroom setting and under similar conditions. The directions given in the standardized test manual were carefully followed in administering the Science Research Associates Assessment Survey, Language Arts tests. Teachers of the experimental and control classes were free to remain in the classroom while tests were administered but most often chose not to.

Tests were administered to pupils in the experimental classes on September 13 and December 9. On September 14 and December 10 tests were administered to students in the control classes.

INSTRUCTIONAL PROCEDURES

The experimental lesson plans, copies of which will be found in the appendix, were used each morning in the experimental classes during a 30-minute period which was scheduled for language study. There was no planned instruction in word usage or mechanics of writing and no writing assignments were made. The teachers' use of Standard English and correct mechanics of writing in recording children's responses during the oral sessions served as models for emulation by the experimental students.

The approach to language learning in the experimental group was oral, aural, and visual. The subjects were given opportunities to express themselves orally, to listen as others spoke and to watch as the teacher translated oral speech into written symbols on charts, posters, and the chalkboard. Lesson plans included activities such as choral reading, puppetry, story-telling, and vocabulary exercises.

The lesson plans for the experimental group were prepared by the researcher according to recommendations in current language arts methods books (Lamb, 1971; Logan, Logan, and Paterson, 1972; Smith, 1972; Stewig, 1974). Lessons were planned so that a sequential order of development was followed.

In the control classes, students were instructed in traditional language study for thirty minutes daily. The American Book Company's text for third grade, Our Language Today, was used by teachers and students in these classes. Correct word usage and mechanics of writing were the focus of

the majority of lessons in the book. Teachers of the control group classes were not aware of the hypotheses which were being tested.

TREATMENT OF THE DATA

The Science Research Associates Assessment Survey, Language Arts, Primary II level, hereafter referred to as SRA tests, were used to obtain pre-study and post-study measures of skill in the mechanics of writing. The tests were administered and hand-scored by the researcher. Scores obtained from the pre- and post-tests were recorded using student numbers instead of names.

All pre-test and post-test compositions were mixed together for evaluation by a panel of judges. The compositions were judged on a 5-point scale for overall quality according to the following criteria: clarity, logical sequence, and originality of ideas.

Before the judging began the judges were trained by the researcher in the use of the selected criteria. The criteria were defined and examples of each were pointed out in sample compositions which were similar to those written by the study participants. Numbers on the scale were discussed in relationship to the criteria and compositions representing each of the numerical points on the scale were shown. Points on the scale were defined as: 5 = high; 4 = high average; 3 = average; 2 = low average; 1 = low. The

judges were instructed to ignore errors in spelling, punctuation, and handwriting when reading the compositions.

Twelve sample compositions were ranked by each of the judges. Results were compared and were considered to be at a satisfactory level of agreement. Practice continued, however, until the judges and the researcher were sure that the criteria were fully understood.

The judges, working concurrently but independently, evaluated all of the compositions using a scale of one to five (from low to high). They recorded coded composition numbers and their evaluations on rating sheets provided for that purpose.

Scores assigned to each composition by the judges were recorded in table form according to student number and class. The three scores were added to obtain a composite and the composite score became a single rating for the composition.

Pre-test and post-test data obtained from the compositions were compiled by the researcher and calculations were made by computer. The SRA pre- and post-test data were compiled by the researcher and calculations were made by hand.

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to determine the effect of practice in oral expression upon the quality of written expression and knowledge of writing mechanics. A standardized test and one sample of the subjects' writing performance provided pre-study and post-study measures. Data obtained from these sources were analyzed statistically and reported in this chapter. The scores made by the experimental and control group subjects on the compositions and on the language test were compared to determine if the hypotheses proposed as bases for this study would be supported or rejected.

RESULTS OF THE WRITING TEST

The raw scores obtained for the pre- and post-test compositions were composite scores determined by combining rank scores awarded by each of the three judges who evaluated the samples of writing. Each composition was given a rank score ranging from one to five (from low to high). The lowest possible composite score was 3 and the highest possible composite score was 15. A distribution of raw scores made on the compositions was shown in Table 1.

Table 1
Distribution of Raw Scores: Compositions

Raw Scores	Control Group		Experimental Group	
	Pre-test	Post-test	Pre-test	Post-test
3	26	7	23	4
4	9	3	8	2
5	2	3	3	3
6	4	2	4	2
7	0	3	1	7
8	1	8	1	6
9	0	8	2	4
10	1	4	0	3
11	0	1	0	5
12	0	3	0	4
13	0	0	1	1
14	0	1	0	1
15	0	0	0	1
N =	43	43	43	43

A comparison of means of the pre-test and post-test compositions revealed that gains were made by both the experimental and control groups with a slight difference favoring the experimental group. The means and standard deviations of the composition raw scores were presented in Table 2.

Table 2
Means and Standard Deviations of
Raw Scores: Compositions

	Control Group		Experimental Group	
	Pre-test	Post-test	Pre-test	Post-test
Mean	3.86	7.40	4.33	8.26
SD	1.49	2.90	2.12	3.07

The null hypothesis for this segment of the study was supported. There were no significant differences in the quality of compositions written by subjects receiving oral language practice and those who received traditional instruction in language. To meet the test of significance at the .05 level of confidence, F would have to be 3.98 or better (Garrett, 1966). The F -ratio of 1.08 did not meet this test of significance at the .05 level of confidence. Data presented in Table 3 were the results of an analysis of covariance of post-test scores, using the pre-test scores as the covariant. Explanations of the column headings in Table 3 were included below the table.

The three judges who evaluated the compositions gave identical ratings on 48 per cent of the compositions and at least two judges agreed on another 45 per cent of the compositions. Thus, on 93 per cent of the total group of compositions, either two or three judges were in agreement. This indicated what seemed to be a satisfactory level of inter-judge reliability.

Table 3
Analysis of Covariance of Scores:
Compositions

Source of Variation	df	SS _{y.x}	MS _{y.x}	SD _{y.x}	F
Between Means	1	9	9.000		1.08
Within Groups	83	692	8.337	2.887	
Total	84	701			

df = degrees of freedom
SS = Sum of Squares
MS = Mean Squares
SD = Standard Deviation

y.x = post-test results
adjusted for effects of
pre-test results

RESULTS OF THE ACHIEVEMENT TEST

An examination of the pre-test scores on the SRA language test indicated that the control and experimental group subjects were relatively homogeneous in respect to their knowledge of writing mechanics as measured by this testing instrument. A frequency distribution of raw scores made by subjects on the initial and final SRA language tests was shown in Table 4. The raw scores shown represented the

Table 4
Distribution of Raw Scores:
SRA Language Test

Raw Scores	Control Group		Experimental Group	
	Pre-test	Post-test	Pre-test	Post-test
0- 4	0	0	1	0
5- 9	0	0	0	0
10-14	0	0	0	0
15-19	2	0	2	1
20-24	9	1	6	2
25-29	10	7	10	2
30-34	17	13	15	8
35-39	4	14	3	8
40-44	1	5	4	10
45-49	0	2	2	6
50-54	0	1	0	4
55-59	0	0	0	2
60-64	0	0	0	0
N =	43	43	43	43

number of correct items with a possible high score of 65 and a possible low score of 0.

Data derived from the raw scores of the SRA language tests, Forms E and F, indicated that the gains made by the experimental group were higher than those of the control group. The means and standard deviations for the two groups were presented in Table 5.

Table 5
Means and Standard Deviations of
Raw Scores: SRA Language Test

	Control Group		Experimental Group	
	Pre-test	Post-test	Pre-test	Post-test
Mean	29.09	34.70	30.28	39.40
SD	6.11	6.31	8.12	8.98

The null hypothesis for this segment of the study was rejected. An analysis of covariance of post-test scores, with the pre-test scores as the covariant, yielded an F-ratio of 9.58. An F-ratio of 7.08 was required to show significance at the .01 level of confidence, thus the 9.58 F-ratio indicated a significant difference in the post-test scores of the language test in favor of the experimental group. The results of the covariance analysis of final SRA language test scores were presented in Table 6 along with an explanation of column headings.

Table 6
Analysis of Covariance of Test Scores:
SRA Language Test

Source of Variation	df	SS y.x	MS y.x	SD y.x	F
Between Means	1	309.60	309.60		9.58*
Within Groups	83	2681.93	32.31	5.68	
Total	84	2991.53			

df = degrees of freedom
SS = Sum of Squares
MS = Mean Squares
SD = Standard Deviation

y.x = post-test results
adjusted for effects
of pre-test results

*Significant at the .01 level of confidence

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

This study was an attempt to test the effectiveness of a planned program of oral language practice on selected third grade students' ability to communicate in writing and to perform on a standardized language test. The investigation was based on the assumption that expansion of oral language ability would result in improvement in other language arts skill areas.

A pre-test, post-test experimental design was used to obtain data to test the hypotheses raised in the study. Writing ability was tested on a composition assignment before the study began and at the conclusion of the study. Knowledge of the mechanics of English was tested prior to the study and upon completion of the experiment. Data secured from these sources were analyzed by covariance statistical methods and subjected to a test of significance.

Results showed no significant differences in the rated quality of compositions written by the experimental group subjects and those written by control group subjects.

Analysis of post-test data revealed that the experimental group made a significantly greater mean gain on the

standardized language test than was made by the control group.

CONCLUSIONS

The use of a planned program of oral language practice did not result in a significant improvement in composition writing. Both groups, however, showed gains in written communicative ability with a small non-significant gain favoring the experimental group.

This difference seemed to support conclusions reached by earlier researchers. The experimental group had no composition assignments during the twelve-week period of treatment while the control group did have writing assignments. The lack of significant differences in respect to final composition scores of the two groups led to the conclusion that gains in composition writing were greater when no writing practice was assigned than when practice in writing was given. This finding supported conclusions of previous research that writing-to-teach-writing did not result in significant writing improvement.

Oral language stimulation and practice proved to be more effective than traditional language instruction in fostering improvement in mechanics of English as measured by a standardized language test.

From the data collected in this experiment and within the limitations set forth in the design of the study, the following conclusions seemed justified:

1. A short-term program of oral language practice did not result in a significant improvement in the quality of composition writing of third graders.

2. Students learned the mechanics of English better from oral language activities in an indirect approach than from a direct study of language.

3. Students who had oral language practice and did no composition writing improved as much in writing ability as students who had practice in composition writing.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made for further research:

1. Similar studies relative to the effects of oral language development should be conducted for longer periods of time.

2. Studies should be conducted to determine the results of providing in-service programs concerning oral and written language.

3. Longitudinal studies should be designed to investigate the long-term effects on student writing of planned programs for development of composition skills.

4. Instruments for assessing quality of writing at the primary level should be developed and tested.

5. The effects of a school-wide implementation of a program for oral language development as a part of the language arts curriculum should be investigated.

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APPENDIXES

APPENDIX A

PROCEDURE USED IN OBTAINING COMPOSITIONS

Three large colored pictures of children engaged in enjoyable activities or in problem situations were used as the stimulus for the composition writing in this study. One picture was of a group of children at a birthday party. The children, all wearing party hats, were seated at a table on which there was a birthday cake. Another picture was of a boy in bed alone watching the lightning flash outside his window. The covers were pulled up high and the boy looked very frightened. A third picture showed a girl looking through a window at a bird building a nest in a tree. Caucasians, Negroes, and Orientals were represented in the pictures.

The three stimulus pictures were placed on the ledge of the chalkboard when the testing session began. To give help with spelling, the children were asked to think of three hard-to-spell words suggested by each picture. The three words were written by the researcher on the chalkboard above the respective pictures. The children were then asked to choose one picture and write a story about it. No other help was given with spelling.

The children were given all the time they needed to write their stories, about 30 minutes, then the stories were

collected. The same procedure and pictures were used on both testing occasions, pre-study and post-study.

APPENDIX B

MEMBERS OF THE PANEL OF JUDGES
FOR COMPOSITION EVALUATION

Mrs. Jo Ann Knight
Fifth grade teacher
South Thibodaux Elementary School

Mrs. Marcia Stovall
Sixth grade teacher
Choctaw Elementary School

Mrs. Marie Whitten
Second grade teacher, retired
Thibodaux Lower Elementary School

APPENDIX C

PARTICIPATING TEACHERS AND PRINCIPALS
IN THE THIBODAUX ELEMENTARY SCHOOL

Mr. Francis Andras
Assistant Principal

Mr. George Babin
Principal

Mrs. Gail Chenier
Third grade teacher

Miss Patti Mims
Third grade teacher

Mrs. Mary Gayle Rogers
Third grade teacher

APPENDIX D

LESSON PLANS

LESSON PLAN #1

I. Objectives

After this lesson children should be able to:

- A. use oral language to translate and expand experiences.
- B. communicate orally in a group situation.

II. Procedure

- A. Show some colorful pictures of fall scenes. Ask children to tell about some changes that are occurring as the Fall season approaches.
- B. Take the class for a walk around the school yard to look for signs that Fall is near.
- C. In the classroom make a list on the chalkboard of signs of Fall noticed during the walk as the children dictate them.
- D. Lead the children to compose a story about their walk and things they saw. Write the story on the chalkboard as the children contribute ideas.
- E. Copy the story on chart paper. Let each child draw an illustration to cut out and paste around the story.

LESSON PLAN #2

I. Objectives

After this lesson children will be more able to:

- A. cooperate with others in composing a group story.
- B. share ideas orally in a group situation.

II. Procedure

- A. Have individual children (several) read the Fall experience story from yesterday.
- B. Ask the children what they like about Fall (holidays, football games, etc.).
- C. Lead the children to compose a group story to Fall. Begin it, "Fall, we love you. We love your falling leaves that . . . etc." Let children contribute sentences as you write the story on the chalkboard or chart paper.
- D. Make a book for the story by using poster paper for the pages. Put one idea on each page and let the children illustrate them.
- E. Make a cover for the book and put it in the class library.

LESSON PLAN #3

I. Objectives

After this lesson children should be better able to:

- A. share creative ideas orally.
- B. create and tell an imaginative story.

II. Procedure

- A. Ask, "Have you ever wished you were someone else?"
Let several children respond.
- B. Read a few selected portions from the book I'm Not Me by Myra Cohn Livingston.
- C. Ask children to imagine they are someone else--a fireman, an astronaut, etc. Have each child describe the person he wants to be, tell what the person does, and what he is like.
- D. Have children draw a picture of the person they imagine themselves to be and display them on the bulletin board.

LESSON PLAN #4

I. Objectives

After this lesson children will be more able to:

- A. speak in an audience situation.
- B. orally communicate ideas about familiar objects.

II. Procedure

- A. Have each child bring something from home that he wants to show to his classmates.
- B. Have each child show his object and tell the class about it. Help shy children by asking leading questions.
- C. Allow members of the class to ask questions about the object if they so desire. Have questions directed to the speaker who will answer them if he can.

LESSON PLAN #5

I. Objectives

After this lesson the children will be better able to:

- A. orally reconstruct the sequence of events in a familiar story.
- B. communicate effectively in group situations.

II. Procedure

- A. Tell a familiar fairy tale using cut-out pictures on the flannel-board to illustrate the story.
- B. Help children to recall some of their favorite fairy tales.
- C. Let each child retell a favorite fairy tale in his own words as he puts appropriate cut-outs on the flannel-board. Provide cut-outs that can be used in several different tales.

LESSON PLAN #6

I. Objectives

After this lesson children will be more able to:

- A. develop expressive oral speech by learning to use describing words.
- B. communicate with others in a group situation.

II. Procedure

- A. Have a list of nouns on a poster. Ask the children to supply adjectives for each noun. Write the suggested words on the poster as the children watch.

_____ song	_____ hill	_____ dog
_____ sidewalk	_____ trees	_____ desk

- B. Have sentences such as the following written on the chalkboard. Ask children to think of as many different adjectives as they can to fit in the blanks.

1. I found my _____ shirt.
2. That _____ cake is delicious.
3. Our _____ car is in the garage.
4. I am very _____.
5. His _____ bike is broken.
6. I lost my _____ coat.

- C. Write all suggested words on the chalkboard as the children watch.

LESSON PLAN #7

I. Objectives

After this lesson pupils will be able to:

- A. name some words that are verbs.
- B. identify verbs in sentences.
- C. supply verbs when subjects are given.

II. Procedure

- A. Display a large cut-out of Snoopy or any appealing animal. Ask the children to name some things Snoopy can do. Write the words on the chalkboard. Explain that these words are called verbs.
- B. Show a picture of a lion. Ask the children to name some things a lion can do. Write the words on the chalkboard.
- C. Have a chart on which you have written a list of nouns. Ask the children to supply an action word (verb) for each noun. Write the suggested words on the chart while the children observe.
- D. Use nouns such as:
 - A horse _____
 - A bear _____
 - A snake _____
 - A fish _____
 - A giraffe _____
 - A monkey _____

LESSON PLAN # 8

I. Objectives

After this lesson the children will be able to:

- A. use similes in oral speech.
- B. communicate more effectively in group situations.

II. Procedure

- A. Explain that two things that are not alike can be exactly compared. Give a few examples: girl is like a rose, etc.
- B. Have incomplete similes on a chart and have the class suggest words for completing them. Write the words suggested by the children on the chart as the children watch.

- C. Use incomplete similes such as:

Mary is as pretty as a _____.

This cake is as dry as _____.

My big brother is as strong as an _____.

My sister is as weak as _____.

The candy is as hard as a _____.

as simple as _____

as thin as _____

as mean as _____

as small as _____

as tight as _____

as tall as _____

as blue as _____

as green as _____

as sweet as _____

LESSON PLAN #9

I. Objectives

After this lesson the children should be able to:

- A. recognize metaphors in oral and written communication.
- B. use body metaphors in oral language.

II. Procedure

- A. Hold up a clock and ask the children what the dials are called (hands). Ask the children to name some other objects which have the same name as a body part.
- B. Write the metaphors on the chalkboard as the children suggest them.
- C. Have the children fold a paper into fourths and illustrate one of the metaphors in each section.

D. Possible responses:

face of a clock
foot of the bed
head of the bed
tongue of a wagon
arm of the chair
neck of a bottle
eye of a needle
ear of corn
foot of the hill
mouth of a river
teeth of a comb
heart of town

LESSON PLAN #10

I. Objectives

After this lesson pupils will be better able to:

- A. identify a noun phrase in a sentence.
- B. match a noun phrase with a verb phrase to form a sentence.

II. Procedure

- A. Print noun phrases and verb phrases on separate tagboard strips. Give each child a strip.
- B. Ask each child, in turn, to find a person whose strip will complete his phrase to make a complete sentence. There may be several phrases which would complete the sentence.
- C. Have the class decide in each case if the sentence formed makes sense and is grammatically correct.
- D. Use phrases such as:

The shiny car	drove down the street.
The huge fish kite	floated through the air.
The little brown dog	scratched on the door.
The green frog	hopped on a lily pad.

- E. As each sentence is formed, have the class read it orally.

LESSON PLAN #11

I. Objectives

After this lesson children will be able to:

- A. create oral definitions for familiar words.
- B. use oral language to express feelings.

II. Procedure

- A. Lead the class in a discussion of the word 'misery' so that the children will understand its meaning fully.
- B. Let each child in the group give his definition of 'misery'. A typical response might be "Misery is having the measles on your birthday".
- C. Put all definitions on a chart or the chalkboard.
- D. Use 'happiness is' to build another set of definitions.

LESSON PLAN #12

I. Objectives

After this lesson the children will be more able to:

- A. verbalize feelings and emotions.
- B. express emotions which they associate with specific descriptive words.

II. Procedure

- A. Begin by asking the children if they have ever been really scared. As they begin to recall occasions when they were very much afraid, write on the chalkboard: "Some Things are Scary". Lead the class to compile a list of things that are scary. Write the list on the chalkboard.

- B. Compile several other lists using titles such as:

Some Things are Funny

Some Things are Nice

Some Things are Terrible

Some Things are Silly

LESSON PLAN #13

I. Objectives

After this lesson children will be more able to:

- A. use expressive oral language by using describing words.
- B. use a larger oral vocabulary.

II. Procedure

- A. Write the ABC's on the chalkboard in vertical lines.
- B. Ask the children to help you make an animal ABC by naming an animal for each of the letters of the alphabet.
- C. As the children think of animals, write the names they suggest on the chalkboard until there is an animal name for each letter except x.
- D. Ask the children to think of a describing word for each animal that begins with the same letter as the animal's name.
- E. Write the adjectives suggested by the children in front of the animal names on the chalkboard.
- F. Write the animal alphabet with describing words on a long chart for display in the classroom.
- G. Children may illustrate the chart by drawing specific animals, painting them, and pasting them on the chart.

LESSON PLAN #14,

I. Objectives

After this lesson children will be able to:

- A. recognize specialized vocabularies which are associated with certain vocations and avocations.
- B. construct specialized vocabularies.

II. Procedure

- A. Paste a picture of a deep-sea diver at the top of a large sheet of construction paper.
- B. Ask the class what words a deep-sea diver might use that other people might not use often. Write the words they suggest under the picture.
- C. Other posters could have pictures of a fisherman, astronaut, carpenter, etc.
- D. Have the children make their own individualized vocabularies by cutting pictures from magazines, pasting the picture at the top of a page, and writing words the person in the picture might use.
- E. These could be displayed in the classroom.

LESSON PLAN #15

I Objectives

After this lesson children will be better able to:

- A. translate sensory impressions into oral language.
- B. use descriptive language to describe how things feel.

II. Procedure

- A. On a sheet of poster paper, staple a large picture of a child holding a furry rabbit. Title the poster "How Does it Feel?"
- B. Elicit from the children words which describe how it feels to touch or stroke a rabbit. Use a piece of rabbit fur or a real rabbit if possible so the children can experience the sensation of touching rabbit fur.
- C. Have several objects in a box. Let children take turns drawing an object from the box and telling how it feels to the touch.
- D. Write all suggested adjectives which describe how things feel on the poster under or beside the picture.
- E. Display the poster in the classroom for several days. Invite the children to add other appropriate words to the list when they think of them.

LESSON PLAN #16

I. Objectives

After this lesson children should be more able to:

- A. use oral language to translate sensory impressions.
- B. orally describe how things sound.

II. Procedure

- A. On a poster attach a picture of a child playing a musical instrument. Title the poster "How Does it Sound?"
- B. Lead the children in a discussion of sounds and things that make sounds. Ask leading questions such as "How does a police siren sound?" to elicit descriptive words from the children.
- C. Write all words suggested on the poster.
- D. Display the poster in the classroom for several days.

LESSON PLAN #17

I. Objectives

After this lesson children will be more able to:

- A. use words which describe sensory sensations.
- B. use descriptive language in oral communication.

II. Procedure

- A. On a large poster have a picture of a child smelling a flower. Title the poster "How Does it Smell?" Show the poster to the class and ask how the flower might smell.
- B. Show pictures of other things which have a distinctive odor to get additional responses from the children.
- C. Pass around some small containers of substances which have strong odors (perfume, moth balls, vinegar). Ask the children to think of words which describe what they smell.
- D. Write the words suggested on the poster as the children respond.
- E. Display the finished poster in the classroom.

LESSON PLAN #18

I Objectives

After this lesson children should be more able to:

- A. use language to describe sensory impressions.
- B. use an enlarged vocabulary in orally describing tastes.

II. Procedure

- A. Have a picture of a child eating an ice cream cone on a large poster. Title the poster "How Does it Taste?"
- B. Ask the children how ice cream cones taste. Write their responses on the poster.
- C. Show pictures of other foods and ask the same type of question. Use pictures of things that have a bad taste as well as pictures of things that have a pleasant taste.
- D. Write all words suggested on the poster. Display the poster in a prominent place in the classroom for several days.
- E. Encourage the children to add to the list whenever they discover new words which describe taste.

LESSON PLAN #19

I. Objectives

After this lesson children will be more able to:

- A. use a large vocabulary in describing things they see.
- B. translate sensory impressions into oral language.

II. Procedure

- A. Attach a large cut-out of Snoopy in the middle of a bulletin board. Title the bulletin board "How Does Snoopy Look?"
- B. Call attention to the bulletin board by asking the children to tell how Snoopy looks.
- C. As each child responds by saying a word which describes how Snoopy looks, write the word on a strip of poster paper. Let the child who suggested the word tack it on the bulletin board near Snoopy.
- D. Continue until there are adjectives tacked all around the cut-out of Snoopy.

LESSON PLAN #20

I. Objectives

After this lesson the children will be more able to:

- A. use volume, tone, and voice quality in interpreting literature.
- B. speak with increased fluency and more expression.
- C. speak in rhythm with others in a refrain.

II. Procedure

- A. Give each child a copy of the choral selection, "Poor Old Woman."
- B. Ask the children to follow with their eyes while listening to your reading of the selection. Ask them to pay close attention to the expression you use.
- C. Read the entire selection displaying a picture of each bug or animal as it is mentioned.
- D. Have the children join you in reading the entire selection.
- E. Allow groups of children to join in reading the selection for the class.

LESSON PLAN #21

I. Objectives

After this lesson children will be able to:

- A. read poetry in chorus with others.
- B. use improved speech skills.

II. Procedure

- A. Give each child a copy of the poem "Trains at Night" by Frances Frost.
- B. Read the poem to the children and discuss it with them. Talk about the sounds trains make.
- C. Assign a group of children to make the background sound "clickety-clack". Assign the rest of the class the entire poem.
- D. Have the class read the poem as the background group repeats "clickety-clack" in rhythm.
- E. Use the same type of procedure with the poem "Rain in the Night" by Amelia Josephine Burr using background sounds of "plink, plunk" or "pitter-patter".

LESSON PLAN #22

I. Objectives

After this lesson children will be able to:

- A. read orally with a sense of rhythm and timing.
- B. interpret poetry orally.

II. Procedure

- A. Give each child a copy of the poem "This is the House That Jack Built".
- B. Read the poem to the children.
- C. Assign each line to a group of two or three children.
- D. Instruct the children in reading the poem cumulatively. An additional person or group is added to each succeeding line of the poem so that the entire group is reading by the last line of the poem.

This is the House That Jack Built

This is the farmer sowing his corn,
That kept the cock that crowed in the morn,
That waked the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house that Jack built.

LESSON PLAN #23

I. Objectives

After this lesson pupils will be able to:

- A. speak in chorus with others.
- B. read poetry with a sense of rhythm.

II. Procedure

- A. Give each child a copy of the poems "The Goblin" by Rose Fyleman and "Halloween Night" by Elsie Fowler.
- B. Read "The Goblin" as the class listens. Have the children read the poem in unison until they get a feeling of the rhythm.
- C. Assign group and solo parts.
- D. Have the poem read changing the solo parts after each reading so that all children have an opportunity to have a solo part.
- E. Follow the same procedure with the other poem, "Halloween Night".

LESSON PLAN #24

I. Objectives

After this lesson the children will be more able to:

- A. speak a line or couplet on cue.
- B. enunciate clearly and speak with expression.

II. Procedure

- A. Give each child a copy of the poem "Jump or Jiggle" by Evelyn Beyer.
- B. Read the poem while the children listen to get the feeling of the rhythm and to note where emphasis is given.
- C. Divide the class into seven groups. Place the groups in the order in which they speak.
- D. Have the children read the poem. Reassign groups so that the children will have different stanzas to read. Have the poem read several times.

Group 1	Frogs jump. Caterpillars hump.
Group 2	Worms wiggle. Bugs jiggle.
Group 3	Rabbits hop. Horses clop.
Group 4	Snakes slide. Sea gulls glide.
Group 5	Mice creep. Deer leap.
Group 6	Puppies bounce. Kittens pounce.
Group 7	Lions stalk. But
All	I walk!

LESSON PLAN #25

I. Objectives

After this lesson children should be more able to:

- A. communicate orally in complete sentences.
- B. use oral language to ask questions.

II. Procedure

- A. Use colored construction paper to construct several cut-out houses. Make each main part of the house a different color.
- B. Have a child choose one of the houses, and keeping it concealed from the class, ask the children to guess what color the roof is, then the chimney, windows, etc. Each question and each answer must be complete sentences. For example, "Is the roof red?" "No, the roof is not red." When all parts have been identified in respect to color, let another child choose a house and continue the procedure.

LESSON PLAN #26

I. Objectives

After this lesson pupils will be more able to:

- A. use complete sentences in asking questions orally.
- B. use complete sentences in making oral statements.

II. Procedure

- A. Choose a child to come to the front of the room. Let him choose an object from a box, hold it behind his back and describe it to the class.
- B. The class will try to guess what the object is. Each person will ask a question about the object: "Is it something that you can eat?" etc. The child with the object must answer in a complete statement: "No, it is not something you can eat." Questions continue until someone guesses what the object is or until everyone has asked a question.
- C. If someone guesses what the object is, he can be the next person to choose an object from the box.

LESSON PLAN #27

I. Objectives

After this lesson children should be more able to:

- A. share ideas orally with clarity and fluency.
- B. communicate orally in an audience situation.

II. Procedure

- A. Prepare a bulletin board by attaching large cut-outs of laughing donkeys in several places and attaching a caption which reads "HEE HAW". Staple a small box on the bulletin board in which you can place slips of paper containing jokes. Place books which contain jokes in a spot near the bulletin board.
- B. Call attention to the bulletin board and then ask if someone would like to tell a joke to the class.
- C. Have a volunteer choose a slip of paper from the box on the bulletin board, read the joke written on it silently, then tell it to the class.
- D. Have other volunteers choose jokes and tell them.
- E. Call attention to the collection of joke books in the classroom. Tell the children they may find their own jokes overnight and share them with the class the next day.

LESSON PLAN #28

I. Objectives

After this lesson children should be more able to:

- A. share ideas orally with fluency and clarity.
- B. communicate orally in an audience situation.

II. Procedure

- A. Tell the children they will have an opportunity to share the jokes they found with the class. Encourage the children to speak slowly and enunciate carefully so that everyone can hear and understand the most important part of the joke--the punch line.
- B. Let each child stand before the class and tell his joke.

LESSON PLAN #29

I. Objectives

After this lesson children will be able to:

- A. speak clearly and distinctly in an audience situation.
- B. tell a riddle so that others can understand it.

II. Procedure

- A. Arouse interest in riddles by displaying riddle books in the classroom and by arranging a bulletin board with riddles as the theme.
- B. Read a few riddles to the class and let the children guess the answers.
- C. Talk about some good rules for telling riddles. Let the children suggest others.
- D. If some of the children know riddles, let them stand before the class and tell them.
- E. For those who don't know a riddle, have some written on cards. Let these children choose one and read it to the class. Have the class guess the answer.
- F. Tell the children to start collecting riddles and jokes that they would like to share with the class at another time.

LESSON PLAN #30

I. Objectives

After this lesson children will be more able to:

- A. communicate an idea to others in an audience situation.
- B. speak clearly when telling a riddle.

II. Procedure

- A. Read or tell a few riddles to the class. Let the children guess the answers.
- B. Discuss with the class the standards which were set up for telling riddles.
- C. Have children who have found riddles share them with the class.
- D. Suggest that the children make a little book of riddles. They can use the book in telling riddles to their friends and family.

LESSON PLAN #31

I. Objectives

After this lesson children will be more able to:

- A. give an oral description of a person.
- B. use a wide variety of descriptive words.

II. Procedure

- A. Tell the children that they may play a guessing game.
- B. Have a child secretly choose someone in class to describe. Instruct him to make his description general so that the answer will not be too obvious.
- C. The child who correctly identifies the person described may give the next description.
- D. Continue this procedure until most of the children have had a turn to describe someone.

LESSON PLAN #32

I. Objectives

After this lesson children will be more able to:

- A. use oral language to describe an object.
- B. communicate ideas fluently.

II. Procedure

- A. Ask the children if they like to pretend. Let them respond to this question briefly. Ask if they think they could pretend to be something that is not alive.
- B. Ask the children to look around the room and choose an object that they would like to pretend to be.
- C. Give each child an opportunity to describe the imagined feelings and thoughts of the object which he has chosen to be. For example, if he has chosen the trash can he might say, "I am not very tall. I am often kicked,"etc.
- D. Have the class try to guess what the object is.

LESSON PLAN #33

I. Objectives

After this lesson pupils will be more able to:

- A. use imagination in identifying with an animal or other living thing.
- B. describe orally the imagined feelings and thoughts of an animal or other living thing.

II. Procedure

- A. Read the book, If You Were an EEL, How Would You Feel? by Mina and Howard Simon, to the class.
- B. Let the children choose a paper strip from a box. Each strip should have a different animal name on it.
- C. Have each child assume the identity of the animal he chooses from the box. Have him tell how he would feel, what he would do, what he would eat, where he would live, what he would be afraid of, etc.
- D. Encourage the children to make complete sentences.

LESSON PLAN #34

I. Objectives

After this lesson children will be more able to:

- A. look at a picture of an animal and tell a story about it.
- B. organize ideas to create a story.

II. Procedure

- A. Show a picture of an elephant in a zoo spraying water on himself with his trunk.
- B. Ask the children to think of a name for this elephant and to tell some things about it, what it likes to do, funny things it does, etc.
- C. Have the children put their ideas into sequence for a story. Write the story on chart paper and attach the picture to it.
- D. Follow the same procedure with other interesting pictures of animals.

LESSON PLAN #35

I. Objectives

After this lesson children will be more able to:

- A. develop a brief story in logical sequence.
- B. express ideas fluently.

II. Procedure

- A. Show the class a picture of a cat asleep in a man's slipper (or any interesting picture that would appeal to children).
- B. Ask some provocative questions about the picture:
"Why is the cat sleeping in the slipper? Whose slipper is it? What happens when the cat is discovered?"
- C. Give the children a few minutes to look at the picture and think of answers to the questions.
- D. Give a number of children an opportunity to tell their version of the story.
- E. Use other pictures in the same way.

LESSON PLAN #36

I. Objectives

After this lesson children will be more able to:

- A. express ideas fluently.
- B. spontaneously compose and tell a story.

II. Procedure

- A. Use the flannel board and flannel board cut-out figures to tell a brief story that would appeal to children.
- B. Tell the children that you "made up" the story and ask if they would like to try to tell a story that they create. Tell them they may use the flannel board and figures to help them tell their story.
- C. Give the children an opportunity to tell their story using the flannel board.
- D. Have cut-outs of boys, girls, adults, pets, and a few toys for use in illustrating stories.

LESSON PLAN #37

I. Objectives

After this lesson children will be more able to:

- A. orally express creative ideas.
- B. develop a story in a logical sequence.

II. Procedure

- A. Select one of Rey's Curious George books such as Curious George Goes to the Hospital. Read the book to the class.
- B. Ask the children to think of another problem situation for a story about Curious George.
- C. Encourage expansion of the idea by asking the children to name some things that might happen to George in the new situation.
- D. Repeat the process with another suggested problem situation.
- E. Any series of books with an interesting main character could be used with this lesson plan.

LESSON PLAN #38

I. Objectives

After this lesson children will be more able to:

- A. spontaneously compose an oral story.
- B. orally express thoughts and ideas.

II. Procedure

- A. Decorate a square kleenex box by pasting colorful pictures all over it. Print the words "Idea Box" in large letters on one side of the box. In the box place some slips of paper on which you have written some interesting story titles.
- B. Demonstrate how the box is to be used by choosing a slip of paper from the box, reading the title written on it, and telling a short story to match the title.
- C. Let the children take turns choosing a title from the box, reading the title to the class, and telling a story motivated by the title.

LESSON PLAN #39

I. Objectives

After this lesson children will be more able to:

- A. respond orally to the stimulus of a problem situation.
- B. speak spontaneously in an audience situation.

II. Procedure

- A. Write some "What would happen if...." situations on slips of paper and put them in a box.
- B. Have children choose a slip of paper from the box, read the "What if.." and tell the class what he would do in that situation.
- C. Let several children respond to each situation if they have ideas that are different.
- D. Use problem situations such as the following:

What would you do if....

- 1. you found a frog in your bed?
- 2. you got lost in the city?
- 3. you woke up one night and smelled smoke?
- 4. you found a wallet with a hundred dollars in it?
- 5. your mother sent you to the store and you forgot what she wanted you to get?
- 6. you found a flying saucer in your back yard?

LESSON PLAN #40

I. Objectives

After this lesson children should be more able to:

- A. speak fluently when expressing creative ideas.
- B. use imagination in relating story details.

II. Procedure

- A. Choose a story film which you are sure the children have not seen.
- B. Introduce the film by telling the class that they will see a film but will not hear the sound track. They must watch the action in the film and decide what is happening.
- C. Show the film without the sound.
- D. Give individual children an opportunity to tell the story of the film. After several have done this, ask the children to help you reconstruct events in the story in sequence by recalling everything that happened. Write a brief outline of events on the chalkboard.
- E. Show the film again, this time with the sound turned on.

LESSON PLAN #41

I. Objectives

After this lesson children should be more able to:

- A. respond orally to an unstructured stimulus.
- B. speak extemporaneously in a group situation.

II. Procedure

- A. Give each child an 8 X 11 sheet of art paper. Have available several containers of bright colored tempera paint.
- B. Instruct the children to drop a small blob of two different colors of paint in the center of their paper. The paper should then be folded carefully in the middle and pressed together lightly. This spreads the paint so that a design is made.
- C. Ask the children to look at the design and decide what kind of animal or creature it is, what its name is, what it eats, etc.
- D. Give each child an opportunity to show his blob picture and tell about it.
- E. Put the pictures on the bulletin board after the stories have been told.

LESSON PLAN #42

I. Objectives

After this lesson children should be more able to:

- A. organize thoughts in an oral report.
- B. explain facts in extended detail.

II. Procedure

- A. Use a collection of books and a bulletin board to create interest in a science or social studies topic (Presidents of the U.S., Snakes, etc.).
- B. Encourage the children to choose an area related to the topic and research it.
- C. Give the children an opportunity to share what they have learned by giving an oral report.

LESSON PLAN #43

I. Objectives

After this lesson children should be more able to:

- A. use oral language fluently.
- B. share ideas in an oral book report.

II. Procedure

- A. Ask the class to choose a book they have read and enjoyed. Have them draw or paint some pictures to illustrate major events in the story.
- B. Let each child use the pictures he has drawn to help him give a short review of the book.
- C. Some children may choose to make a television-type presentation by using a scroll for their pictures. Let them use this in giving their oral book review.

LESSON PLAN #44

I. Objectives

After this lesson children should be more able to:

- A. verbalize feelings spontaneously.
- B. express himself creatively in a group situation.

II. Procedure

- A. Have on hand recorded music and a tape recorder for this activity.
- B. Play the music softly as each child responds to the question "What is the most beautiful thing in the world?" Tape the responses and play the tape for the children.
- C. A different type of record can be used as background for the children's responses to the question "What is the saddest thing in the world?" Follow the same procedure as in B.

LESSON PLAN #45

I. Objectives

After this lesson children should be more able to:

- A. use oral language to tell about an experience.
- B. communicate ideas effectively in an audience situation.

II. Procedure

- A. Lead the children in a discussion of happy times they have had. Ask them to think of the happiest day of their lives.
- B. Give each child an opportunity to tell about his happiest day.
- C. Children may also be asked to think of times when they were very sad and the saddest day of their lives. If there is time, let several children tell about their saddest day.

LESSON PLAN #46

I. Objectives

After this lesson children should be more able to:

- A. supply a rhyming word to complete a couplet.
- B. compose couplets in cooperation with others.

II. Procedure

- A. Read some couplets to the class leaving out the last word of the second line. Ask the children to supply the last word which should rhyme with the last word in the first line.
- B. Write the first line of a couplet on the chalkboard. Ask the children to compose a second line for the couplet. Write the suggested line on the board.
- C. Choose a subject such as "frog" and ask the children to compose a couplet about it. Write their suggestions on the chalkboard.

Example: I saw a little frog
 Sitting on a log.

- D. Repeat the procedure with several other subjects.

LESSON PLAN #47

I. Objectives

After this lesson the children will be more able to:

- A. cooperate with others in composing triplets.
- B. create simple rhymes.

II. Procedure

- A. Write some of the couplets composed by the children on the chalkboard. Ask the children to supply a third line to make a triplet.
- B. Guide the children in composing triplets about topics of interest to them.
- C. Write the triplets on the chalkboard as they are composed.
- D. As a follow-up activity, the children may choose one of the triplets to copy on paper and illustrate.

LESSON PLAN #48

I. Objectives

After this lesson the children will be more able to:

- A. discriminate aurally in making word choices.
- B. work with others in composing a type of poetry called cinquain.

II. Procedure

- A. Have several cinquains written on a poster. Read them to the class.
- B. Explain that there is a simple formula for writing this kind of poem. Show a poster with this formula for writing cinquain:

First line: a name
Second line: two adjectives
Third line: three words which show action
Fourth line: a short phrase about the subject
Fifth line: the name again

- C. Choose someone in the class as the subject of a poem. Write the name on the chalkboard. Have the children work together in composing a poem about the subject using the formula. Write the poem on the chalkboard.
- D. Lead the class in composing several other poems. Favorite television personalities could serve as subjects for poems.

LESSON PLAN #49

I. Objectives

After this lesson the children will be more able to:

- A. express feelings associated with specific colors.
- B. compose color cinquains.

II. Procedure

- A. Write three headings on the chalkboard:

Color Words	Action Words	Describing Words
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Ask the children to suggest words for each category. Write the words under the appropriate heading as they are suggested.

- B. Tell the children that they can use the cinquain formula to write color cinquains. Have the poster with the cinquain formula in view.
- C. Write the following color cinquain on the chalkboard. Discuss it with the class.

Red
Warm, exciting
Rush, run, hurry
Good, bad
Fire.

- D. Guide the children in composing their own color cinquains as you record their efforts on the chalkboard.

LESSON PLAN #50

I. Objectives

After this lesson the children will be more able to:

- A. express ideas in poetic form.
- B. compose their own Haiku verses.

II. Procedure

- A. On a poster titled "Haiku", write some poems on cut-outs of Japanese lanterns or fans. Show the poster and explain that Haiku is a Japanese verse form. Its subject is usually concerned with nature.
- B. Have each of the poems on the poster read aloud to the class.
- C. Give the formula for writing Haiku. Haiku usually is three lines and seventeen syllables.
- D. Have the class work together to compose Haiku as you write them on the chalkboard.
- E. Examples of Haiku:

Bears eating honey
Running, climbing trees for fun
Getting very fat.

Three little kittens
Rolling over each other
And having much fun.

Love is in the world
And everyone is glad
For this creation.

LESSON PLAN #51

I. Objectives:

After this lesson the children will be better able to:

- A. orally recreate the dialog in a familiar story
- B. organize ideas in a familiar story and act them out in sequence

II. Procedure:

- A. Make large cut-out cardboard masks of the three little pigs and the wolf. Cut out the eyes and attach each mask to a flat stick or dowel.'
- C. Ask four children to volunteer to re-enact the story of "The Three Little Pigs" using the masks.
- B. Read to the class the story of "The Three Little Pigs."
- D. Have the story re-enacted several times by different groups of children.

LESSON PLAN #52

I. Objectives:

After this lesson the children will be better able to:

- A. speak extemporaneously before a group
- B. present an oral monologue or dialog for a puppet

II. Procedure:

- A. Give each child a paper bag and some construction paper scraps. Have them make a puppet that looks like their favorite television star.
- B. Give each child an opportunity to impersonate his favorite television star in a brief monologue or dialog.
- C. Several children might enjoy working together in presenting their puppet playlet.

LESSON PLAN #53

I. Objectives

After this lesson the children will be more able to:

- A. achieve spontaneous oral composition.
- B. improvise dialogue for characters in a puppet drama.

II. Procedure

- A. As props for this activity have available hand-puppets which represent a father, mother, a boy, and a girl.
- B. Set the background for a creative puppet drama by saying to the children, "You are getting ready to go to a baseball game but your mother won't let you go because you have not done your homework. What would you say to your mother? What would she say to you?"
- C. Let volunteers use the hand puppets and play the parts of the mother and son.
- D. Present other situations and let other children act them out using the hand-puppets and their own ideas.

LESSON PLAN #54

I. Objectives

After this lesson children will be more able to:

- A. use imagination in dramatizing a story.
- B. use self-expression through improvisation.

II. Procedure

- A. Read a simplified version of the Thanksgiving Story to the class (it will require more than one session).
- B. Guide the children in planning a re-enactment of the main events in the story. Let the children choose the part they will play in the drama.
- C. Have a narrator to tie the scenes together. After practicing several times, present the creative drama for another class.

VITA

Geraldine Marie Hollis Kinchen was born in Hammond, Louisiana on November 22, 1930. She attended elementary and secondary schools in Ponchatoula, Louisiana and graduated from Ponchatoula High School in 1948.

She began her college studies at Southeastern Louisiana College (University) in Hammond. She later transferred to Nicholls State College (University) in Thibodaux, Louisiana where she received a Bachelor of Arts degree in Elementary Education in 1962. In 1969 she received a Master of Education degree from Louisiana State University.

She began her teaching career in Lafourche Parish in 1960 and has taught there for the past 17 years. She is presently teaching third grade at Thibodaux Elementary School.

She is married to Marshall Curtis Kinchen and is the mother of three children.

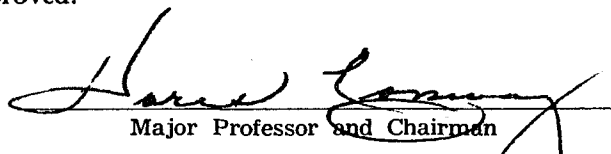
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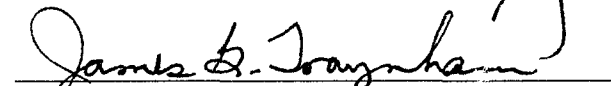
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Major Field: EDUCATION

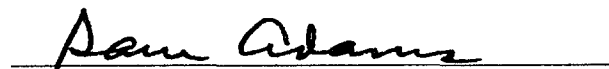

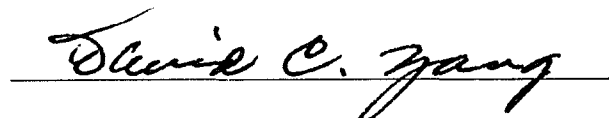

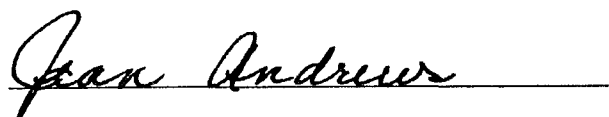
Title of Thesis: AN ORAL-AURAL-VISUAL APPROACH TO WRITTEN COMMUNICATIVE ABILITY
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Major Professor and Chairman


Dean of the Graduate School

EXAMINING COMMITTEE:

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November 18, 1977